CRITERIA FOR ALGEBRA I/CORE MATH I EMPLOYMENT STANDARDS TRAINING

I. Duration	Training plan must include 40 hours of activity, which can be achieved over 5 days or up to three months (within a semester).
II. Trainer	The trainer(s) must be experienced in high school mathematics education, capable of modeling effective pedagogy specific to the discipline. Resume(s) must be included.
III. Participants	Participants must have passed the Middle School Praxis exam, test number 5169, before beginning the training
IV. Pre/Post-Test	A pre-test must be administered to each participant. A post-test must be administered to each participant, with a required passing score to complete the training. Both tests must be submitted and the designated cut-score explicitly stated.
V. Pedagogy	The training should include instruction on effective high school mathematics strategies, including, but not limited to: use of technology, multiple representations of mathematical ideas (graphical, numerical, verbal/contextual, analytical), use of high level tasks, questioning, making sense of student thinking and misconceptions, scaffolding mathematical ideas, assessment practices.
VI. Content	Standards for Algebra I and Core Math I are located here. All content standards should be addressed, with a focus on the major work for each course. The focus of the content should be the major work for Algebra I: • Interpret the structure of expressions • Perform arithmetic operations on polynomials • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Represent and solve equations and inequalities graphically • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Interpret linear models The focus of the content should be the major work for Core Math I: • Interpret the structure of expressions • Create equations that describe numbers or relationships • Solve equations and inequalities in one variable • Represent and solve equations and inequalities graphically • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Build a function that models a relationship between two quantities • Understand congruence in terms of rigid motion • Prove geometric theorems • Interpret linear models
VII. Context	The training should be tailored, to the extent possible, to meet the unique needs within a given district context. For example, if the district is offering integrated Core Math courses, the training should be tailored to meet this need. If special education teachers are in need of this training, it should be adapted to meet the needs of these teachers.

APPLICATION FOR STATE-APPROVED TRAINING MODEL FOR ALGEBRA I/CORE MATH I EMPLOYMENT STANDARDS TRAINING

By submitting the application, you acknowledge that you have read and understand the criteria and that the training model you propose fully intends to meet all of these criteria.

I. Provide an overview and timeline of your training model. Include when and how often teachers will be expected to attend, if it will be in-person, online, or through a hybrid format (some online, some in-person).

II. Include a CV or resume for the presenter(s). Also include a letter of commitment from each of the presenters.

III. Both a pre- and post-test must be submitted for review. The tests should include a balance of questions for conceptual understanding, procedural/mechanical knowledge, and modeling/application. While the assessment need not address every single standard from Algebra I or Core Math I, the assessment should satisfactorily assess the major topics in the course and provide the opportunity for the teacher to demonstrate command of the critical content. A pre-determined passing score for the post-test must be established and noted. Participants will be required to pass the post-test in order to complete the training.

IV. Provide a description of how a deeper understanding of the pedagogy and content necessary to effectively teach a first year high school course will be delivered to participants. In essence, provide a clear picture of what the participants will experience by attending the training and how this will effectively qualify and equip them with new knowledge and expertise. (500 words or less)

V. Provide a description of how your training model will meet the needs of teachers within your context: special education teachers, middle school teachers, integrated Core Math I, etc. (200 words or less)

All documentation above should be included in a single email to Susan Liverman, Susan.Liverman@tn.gov.

Your application will be reviewed by a panel of experts from the department and State Board staff. If approved, your training will be posted on the department website. You will be contacted regarding important logistical information for executing the training and submitting the names of participants who have completed it.

If your proposal is not approved, you will be given feedback for strengthening it and may revise and resubmit for the next round.

Once approved, your training model can be used as needed to meet the needs of teachers.

Questions regarding the application process or requirements should be directed to David Williams, David.S.Williams@tn.gov.